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ABSTRACT

Development and use of an English for Special Purposes (ESP) textbook for Turkish police dealing with tourists are described. The textbook and accompanying videotape (not available from ERIC) were designed for use in a course to improve job-specific communicative competence of police officers with a lower-intermediate to intermediate level of English language proficiency. It uses tourist-police contexts in Turkey for language practice in building performance-based skills. The article describes the principles used in creating syllabus specifications, discusses the language learning theory underlying the textbook's design, outlines the pedagogical considerations in preparation of the activities in the textbook, and describes the book's content. Syllabus specification included identification of the situations in which the learners would need English, division of the situations into communication activities of varying complexity, division of the activities into communicative functions or micro-skills needed for the target situation, and determination of linguistic structures and lexical items needed for the target situation. Cognitive and affective principles used in textbook design and in designing learning activities were derived from previous work on the teaching of ESP. The textbook is organized in 14 instructional units based on practical topics, and each unit contains dialogue, lists functions, structures, lexical items, and skills targeted, and contains learning activities. Several units are appended. Contains 28 references. (MSE)

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Language Teaching

PRINCIPLES INVOLVED IN WRITING AN ESP TEXTBOOK FOR TURKISH POLICEMEN

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The purpose of this paper is to discuss and illustrate, with samples, the principles involved in the writing of an ESP textbook for Turkish policemen. The textbook, accompanied by a video component, was implemented in an eight hour a week pilot course of 88 policemen. This course, which was part of a community service program, started on March 5 and ended on May 31, 1990. The textbook was written to help policemen in Turkey with a lower intermediate to intermediate level of language proficiency to improve their communicative competence in job specific situations. It utilizes tourist-police contexts in Turkey for language practice in building performance-based skills.

The results obtained from target and learning needs analyses of learners shaped the principles involved in the writing of the textbook. The needs analysis process consisted of: a) specification of the aims of the course and the content of the textbook as a result of a target needs analysis ... what the learners to do in the target situation. b) specification of the pedagogical objectives of the textbook as a result of an analysis of learning needs of the target learners -- what they needed to do in order to learn (Koç, 1984; Hutchinson and Waters, 1984: 109, 1987: 60-62, McDonough, 1984, Widdowson, 1983: 20). Hence, the main principle underlying the writing of this textbook was, as Widdowson (1983: 88) puts it, "... that the specificity of ESP ought to apply to learning activity as well as the knowledge to be learned, and therefore to methodology as well as to content." Therefore this paper

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will present: I) The principles underlying the description of the target language in syllabus specification. II) A brief discussion of the language learning theory underlying the design of the textbook. III) A description of the pedagogical considerations involved in the preparation of the activities of the textbook. IV) A description of the content of the textbook.

I. The Principles Underlying the Description of the Target Language in Syllabus Specification

The authors benefited from a combination of sources (Munby, 1978, Van Ek, 1975, Trim et al., 1980, Wilkins, 1976) in carrying out the target needs analysis procedures for syllabus specification which was done before the actual writing of the textbook. Although not closely followed, Munby's (1978) model of "Communication Needs Processor-" (CNP) established the guiding principles for specifying communicative needs which in this paper, are also referred to as the target needs of the learners. The target needs analysis consisted of the following procedures:

1. Specification of the situations in which target learners will need English: This stage included stating the roles the target learners as language users have to play, the settings in which they will have use the target language, the topics they will have to deal with and instrumentatily: medium, mode and channel of communication (Munby 1978: 36).

2. Division of the situations into communicative activities or in Van Ek's terms (1975:7) (Koç, 1979) "language activities" of varying complexity such as understanding complaints, instructing or directing others to do something, asking for clarification.

3. Division of the communicative activities into communicative functions and micro-skills necessary for the target ESP situation. For example, helping a tourist who has lost his/her wallet is a communicative activity which may require the use of one or more of these functions warning, comforting, giving advice, etc. In the specification of the communicative functions selected for the textbook, the authors referred to Wilkins' categories for a notional syllabus (1976). However his modal and communicative levels were joined under

the rubric of target language functions more along the lines of Van Ek's model (1975). In Munby's taxonomy, language skills range from what Widdowson (1983: 53) calls "lower level automatic skills" such as discriminating sounds in connected speech to discourse skills like initiating, maintaining and terminating discourse, etc. For the purposes of this course, the focus of the textbook is building higher order micro-skills. For example, the communicative activity mentioned above might include micro-skills such as deducing meaning, inferring opinions, retrieving information, etc. as well as other discourse skills in Munby's taxonomy.* As Widdowson (1983: 66, 67) puts it, skills form the procedural parts of the communication process and the functions from the schematic parts mediating between situational factors and linguistic form.

4. Determining what language structures and lexical items the learner will need for the target situation. In this stage, the authors used sources such as Van Ek's list of "Language Functions with T (Threshold) Level Exponents for English" (1975: 91-128), and various other sources (Leech and Svartvik, 1975, Quick and Greenbaum, 1972) for background reference. The lexical content was determined on the basis of an analysis of the language use of the target learners in job specific situations. The authors also used their intuition to include additional lexis for potential use, taking into consideration the unpredictability of tourist-police discourse. The language data selected for the textbook was primarily determined through an analysis of the language used in simulated situations. Following Richterich's procedure (1980: 56), a sample group of in-service policemen, who could communicate in English, were asked what situations they had to cope with in their daily routine jobs. Then they were asked to role-play with tourists selected for the occasion and these conversations were taped. Later, in the writing of the textbook, the topics and/or situations of these simulated conversations formed the contexual framework for foregrounding and practicing the use of particular functions and the related structures and lexical items that were used in these simulations. In addition, a broad variety of illustrations for the functions presented in each unit was provided to encourage linguistic encoding of functions in unpredictable situations. In this way, the textbook discourages mere regurgitation of the dialogues introduced.

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* See Appendices I and II for the summary charts in units three, five and six for some samples of the skills practiced in the textbook.

II. The Language Learning Theory Underlying the Design of the Textbook

After the specification of the target needs of the learners, the central question was the type of materials which should be prepared to help learners acquire the "capacity" (Widdowwson, 1983: 7, 11) to perform effectively in the target situation. In other words, the textbook had to be based on some description of learning. A questionnaire was prepared to find out about the learning needs of the target learners. The preparation of this questionnaire was guided by some sample questionnaire items utilized or evolved in previous ESP projects (Hutchinson and Waters, 1987, McDonough, 1984, Trim et al., 1980, Yalden, 1983).

According to the results of the learning needs analysis of the target learners, the following cognitive/affective principles were adopted in the writing of the textbook:

1. The materials should be authentic, interesting and enjoyable.

2. The materials should encourage learners to take an active role in the larguage learning process through problem solving tasks in a variety of cooperative learning activities appropriate to the nature of the input material. Furthermore, these activities should simulate learners' real life experiences.

3. The materials should help learners improve their communicative skills and provide opportunities to use their existing knowledge and skills.

4. The materials should make learners feel secure when practicing listening and speaking integrated with writing and reading.

The results of the learning needs analysis indicated that the target learners preferred materials which contain input data from their subject area. The use of authentic materials mirroring the performance data of the target situation is seen as an essential component of communicative and ESP courses (Dickinson, 1987, McDonough, 1984, Nunan, 1988, Yalden, 1983). But recently it has also been sufficiently defended that just the use of performance-based data does not generate efficient teaching/learning (Breen, 1985, Clarke, 1989, Nunan, 1988, Widdowson, 1983, Yalden, 1983). As Hutchinson and Waters (1987:

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159) put it, "The question should not be 'Is this material authentic?' but 'What role does it play in the learning process?'". Hence, one of the primary concerns in the writing of ESP materials is not just presenting samples of the performance data of the target situation but also developing the communicative efficiency of the learner (Holmes, 1982, Hutchinson and Waters, 1984, Widdowson, 1981, 1983). This has naturally led to consciously incorporating the psychological processes involved in comprehension and production into the syllabus of the textbook. In this sense the skills-centered approach in Holmes' terms (1982) or the "process-oriented" approach in Widdowson's terms (1981) to course design, focusing on perceptual and psychological factors, has received an increasing amount of attention within ESP research (Holmes, 1982, Hutchinson and Waters, 1987, McDonough, 1984, Widdowson, 1981, 1983). Hence, an eclectic approach to syllabus design was adopted. The textbook therefore can roughly be said to contain elements of functional-notional/structural/skills approaches to syllabus design. It was decided to use a process-oriented approach with a focus on the specific micro-skills of listening and speaking and integrate these with some reading and writing skills. This decision was actually made because 29% of the learners also indicated reading and writing as one of their learning needs.* Therefore the textbook reflects a compromise between the target needs of learners and their learning needs.

Another important feature of the textbook is that it follows the principle of cyclical progression (Cunningsworth, 1984, Dubin and Olshtain, 1986, Nunan, 1988). In the textbook, each unit recyles various functions to reinforce the language awareness of the target learners. For example, in the presentation dialogue of unit six** the following functions and structures presented in previous units *** are recycled:

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* The implications of the findings of the learning needs analysis in terms of the target learners' felt learning needs and styles are discussed in a forthcoming article (Akyel, 1991-92).

** See Appendix I for the presentation dialogue and the summary charts of unit six.

*** See Appendix II for summary charts illustrating the recycling of functions/structures in units three, five and eight.

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Functions:

Attracting attention - Unit 3
Expressing necessity - Unit 3
Expressing thanks - Unit 3
Responding to thanks - Unit 3
Agreeing to do something - Unit 3
Hesitating to give an answer - Unit 3
Expressing uncertainty - Unit 5
Making requests - Unit 5

Structures:

Use of future time in asking price - Unit 3
Use of modals in asking / giving directions - Unit 3
Use of superlative and comparative adjectives in giving advice - Unit 5
Countables / Noncountables - Unit 5

In principle, the textbook moves fairly quickly from one language item to another and then progressively returns to each item several times later on as illustrated above. It was felt that this cyclical progression would help the target learners acquire a wider range of expressive possibility in the language at an earlier stage than in a linear course. Cyclical progression of functions and structures and relatively steep grading of grammatical items in this textbook, as compared to linear progression of most structurally organized syllabuses, suited the needs of the learners in the program because most of them had already done a structurally organized syllabus during their years in lycee and/or university. Therefore hey needed a course which would activate, in simulated job specific situations, the basic grammar they had previously been exposed to.

III. The Underlying Principles Involved in the Preparation of the Activities of the Textbook

The materials of this textbook were aimed at encouraging learners to perform tasks appropriate to their communicative purpose while helping them build their language skills (Clarke, 1989, 1989: 8, Cunnigsworth, 1984, Dubin and Olshtain, 1986, Nunan, 1988, Widdowson, 1983, Yalden, 1983). For example, after listening to a

dialogue or reading a passage, learners are asked to do tasks appropriate to the communicative purpose of the text such as writing police reports, filling in lost property forms, giving directions, etc. As Hutchinson and Waters (1984: 109) point out, incorporating such tasks renders activities "process-oriented", hence aiming to increase the efficiency and effectiveness of the ESP learning situation.

The essential aim underlying the design of the materials in the textbook is that learners should be able to use their communicative skills in finding solutions to the problems of tourists. To achieve this end, the target aim or as McDonough (1984:61) puts it, "terminal task" of problem solving is dissected into process-oriented tasks such as gathering information, organizing information presented, relating one part of information to another, etc. This is done in order to give learners opportunities to improve micro-skills like making inferences and deductions about the information received, and understanding and using functions and related structures to express agreement, make requests, give excuses etc. Communication is a highly complex process involving various cognitive tasks which are called process-oriented tasks for language teaching purposes. A person in real life performs these thinking processes automatically but given the limited language competence and abilities of the learners in the program, these tasks needed to be separated and practiced in small portions to raise and/or build their awareness of and ability to use the foreign language functions with their appropriate forms in appropriate situations. The application of these principles to the writing of the textbook is discussed in the following section of this paper.

The principle underlying the sequencing of the activities in the textbook is that each activity is a relevant and therefore a meaningful extension of other activities. In other words, a coherent context for material was established so that one process-oriented task would lead to another related one. This principle requires that a learner use the information obtained from one activity in order to perform another, which helps him/her improve his/her communicative skills. Hence, the overall aim of the textbook is to establish a coherent unit structure of various interrelated and purposeful activities designed to facilitate learning by giving the learner a sense of progress, achievement and a feeling of security when building and/or improving his/her communicative skills. It can be said that the textbook is both

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"training-oriented" and also has an "educational approach" in Widdowson's terms (1983: 11, 17, 88-89) because the underlying aims are:

a. To help the target learners develop "restricted competence" (Widdowson, 1983: 11) by training them to perform those communicative acts in well defined situations which are directly related to their jobs.

b. To engage the target learners in process-oriented activities to build and/or increase their ability to use language in job specific situations. Such activities reflect the pedagogical objectives of the textbook by helping the learners develop their capacity for further use and learning beyond that which is incorporated in course design. In this way, the learners develop the capacity to use language not only for a set of predictable situations but can relate what they have practiced to new circumstances.

IV. The Textbook

Following is a brief description of the textbook in terms of its organization, language input, activities/tasks and implied methodology with some samples*.

A. Organization

The materials are organized into 14 units each based on a general topic serving as a contextual framework for foregrounding and practicing particular function and the related structures sequenced according to structural complexity (Brumfit, 1984, Cunningsworth, 1984, Koç, 1984, Nunan, 1988, Yalden, 1983). Since each unit recycles functions, the learner develops and refines his language ability and skills in interpreting the flow of new information. As the topics are concerned with situations a Turkish policeman in Istanbul can face in trying to deal with the problems that a tourist has to cope with in most Mediterranean cities, no specialized knowledge is required on the part of the student or of the teacher.

Each unit of the textbook has a title functioning as a signpost to attract interest, arouse expectations and to summarize its

* See Appendix I.

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grammatical/functional focus. There are three or four sections of each unit. These sections are sequentially linked. In other words, the materials reflect procedural activities simulating experiences of target learners such as finding solutions to tourist problems in real life. These terminal tasks are dissected into smaller component tasks like simulations of extracting specific information about a lost child, giving advice to a tourist whose car is towed away, giving directions to touristic sites like Topkapı Palace. These tasks rely heavily on the use of spoken language skills and the accompanying writing or reading skills like note-taking, form filling or report writing, in which case, the policeman translates what he hears from the tourist in English into a Turkish written from. Hence, the organization of materials is based on the principle or careful recycling of functions with their related structures in presentation and practice output and communicative tasks sequenced on the basis of complexity.

B. Language Input

a. In each unit there is a presentation dialogue the purpose of which is recycling previously presented and practiced functions /structures and introducing new functions/structures which are clearly explained and practiced later in the unit and giving "roughly-tuned" input (Harmer, 1983, Krashen, 1981) for language presented in subsequent units. In each unit there are also mini-conversations which present variations of the main dialogue for practice output. At the end of each unit there is a comprehension check exercise which then functions as feedback for the teacher, since the teacher is not supposed to deal with comprehension of the presentation dialogue until this stage.

b. Each unit consists of summary charts of functions, structures, lexical items, skills and tasks for teacher and learner guidance. The functions are translated into Turkish to facilitate student access to material.

c. In each unit there is extensive use of reproduction of authentic realia such as passports, tickets, timetables, complaint forms and photographs of Turkish policemen with tourists to illustrate situations or topics covered in the textbook. These photographs are of in-service policemen. There are also cartoons related to topics for humorous effect and affective depth.

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d. Video-recording: It is composed of simulations in authentic settings of the main dialogues in the book to be used in the lead-in stage of each unit. The purpose is to develop the micro-skills of listening and speaking using visual/aural cues to enhance comprehension. Following this, each line of the dialogue is presented in isolation for more intensive classroom use and practice.

C. Activities/Tasks:

Each unit of this ESP textbook, based on the communicative approach to teaching/learning, focuses on extensive use of pair and group work in task-based activities as described previously and consists of one or more of the following components:

1. Activities/tasks for improving receptive skills such as listening/reading to extract specific information, retrieving information, information transfer, etc.

2. Activities/tasks for improving production skills such as:

a. Practice output activities: guided oral/written production, picture cued responses, sentence cued practice of newly introduced functions.

b. Text related tasks such as chart/dialogue completion, writing report organization of specific information received.

c. Communicative tasks such as giving directions using a map, giving advice, gathering information for a survey, planning a timetable and various problem solving games.

Conclusion

The textbook has been revised according to feedback obtained through the end-of-course evaluation of the pilot course. This is fully discussed in a forthcoming article on the pre-course, in-course and end-of-course evaluation of the program (Akyel, 1991-92). It is worthwhile to mention here that according to the test results at the end of the course, the textbook contributed significantly to the building of the target learners' communitcaitve skills. The textbook will be used in another program upon the request of police authorities.

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UNIT 3

FUNCTIONS and POSSIBLE UTTERANCES

1- ATTRACTING ATTENTION (Dikkat Çekme)
- Excuse me
- Pardon me, sir.

2- ASKING FOR DIRECTIONS (Yol Sorma) and GIVING DIRECTIONS (Yol Tarif Etme)
- How can I find ... ?
- How can I get to ... ?
- How can I go to ... ?
- Can you show me the way to ... ?
- Could you please tell me how to go to ... ?
- Can you tell me how to get to ... ?
- Please, tell me the way to ...
- Do you know where ..... is?
- I want to go to .....
- Where is .....?

- Take a taxi.
- Take a bus.
- You can walk.
- You need to take a bus.

3- AGREEING TO DO SOMETHING (Yapmayı Kabul Etme)
With pleasure / Sure / Certainly / Of course

4- HESITATING TO GIVE AN ANSWER (Cevap Verirken Duraklama)
Hmm...Let me see / Well... / Let me think / Ahh...

5- MAKING REQUESTS (Rica Etme)
Can you ... ? / Could you ... ? / Would you ... ?

6- ASKING AND EXPRESSING POSSIBILITY (Mümkün Olup Olmadığını Belirtme)
I can ... / Can I ... ? / Can't I ... ? / Is it possible to ... ?Isn't it possible to ... ?

7-EXPRESSING IMPOSSIBILITY (İmkansızlığı İfade Etme)
No, you can't do that. / No, I'm afraid you can't.

8-ASKING FOR PRICE (Fiyat Sorma)
How much does it cost? / How much will it cost? /
How much will he charge? / How much will I pay? / How much is it? /
What's the price?

9- TELLING COST (Fiyat Bildirme)
Around 10.000 liras / About 10.000 liras / It costs 1.000 liras

10- EXPRESSING THANKS (Teşekkür Etme)
Thanks. / Thanks a lot. / Thanks for your help. / Thank you. /
Thank you very much. / Thanks for everything.

11-RESPONDING TO THANKS (Teşekküre Cevap Verme)
You're welcome. / My pleasure. / It was my pleasure. Not at all.

12-EXPRESSING NECESSITY (Gereklilik Bildirme)
You need to... / You must... / You have to...

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UNIT 3

VOCABULARY

DISTANCE
far, far away, near, nearby, close by, around here

COST
around 5000 liras, about 10 dollars, approximately 10 dollars

USEFUL WORDS AND EXPRESSIONS
taxi driver, foreigner, stranger, drop me..., let me off, the airport

NUMBERS
1 - 100 , 100 - 1.000

ADJECTIVES
difficult, nice, late, heavy, expensive, cheap

STRUCTURAL FOCUS

1- ASKING DIRECTIONS

How	can	I / we	find / get to / go to	Taksim?

Can	I	walk?

2- GIVING DIRECTIONS

You	must / need to / have to	take a taxi.
	must / needs to / has to	

You	can	go	by	taxi / boat

3-ASKING PRICE

How much'll (will)	it	be? / cost?

4-TELLING PRICE

It'll (will)	cost / be	around / about	10000 TL

SKILLS / TASKS

1- Transfer of syntax
2- Contextualized sentence / Vocabulary recognition
3- Recall of information
4- Conversation Reconstruction
5- Using semantic / syntactic clues to produce sentences
6- Practicing communicative functions in Role-play
7- Listening for specific information / short response
8- Jigsaw
9- Games

UNIT 5

YOU SHOULD GO TO THAT HOTEL

FUNCTIONS and POSSIBLE UTTERANCES

1- EXPRESSING UNCERTAINTY (Belirsizlik İfade Etme)
- Maybe.
- I don't know.
- Perhaps.
- I'm not sure.
- I have no idea.
- I really can't tell.
- I can't say.
- I'm not positive.
- It could be.

2- EXPRESSING PLEASURE (Memnuniyet Belirtme)
- That's great!
- Oh, Great!
- That's super!
- That's terrific!
- That's wonderful!
- That's marvelous!
- That's fantastic!

3- GIVING ADVICE (Öğut Verme)
- You should go there.
- You ought to go there.

4- MAKING REQUESTS (Rica Etme)
- Can you write it here?
- Please write it.
- Will you please write it?
- Would you please write it?
- Could you write it?
- Would you be kind enough to write it?
- Would you mind writing it?

VOCABULARY

ADJECTIVES

expensive, safe, clean, dirty, comfortable, reasonable, four star, luxurious, convenient, average, central

QUANTITY

a lot of, lots of, several, a couple of, a few, quite a few, many, much

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UNIT 5

STRUCTURAL FOCUS

1- COUNTABLES / NONCOUNTABLES

Are there / Is there	any	cheap hotels / money	in Sirkeci? / in your bag?	Sure, there are many. Yes, there are some No, there is none.

2- ASKING / TELLING COST

Is 25.000 TL	enough?		No, you have to	pay	more.	
That's	too much money!		Well, maybe	you can find	a	cheaper one

3- COMPARATIVE / SUPERLATIVE ADJECTIVES

Which hotel	do you want?				
I don't want	the best / the worst	hotel	I want	a	cheaper / better one.

4- GIVING ADVICE

You	should / ought to	go to	the second	hotel	on the	right / left	hand side.

A Famous Tourist SPOT

"You should visit the Pudding Shop!"

SKILLS / TASKS

1- Deducing the meaning of unknown words
2- Transfer of information
3- Recall of specific information
4- Giving information
5- Learning new words in context
6- Predicting
7- Matching
8- Understanding the relations of words in a sentence
9- Identifying relevant order
10- Recognizing the functions of sentences

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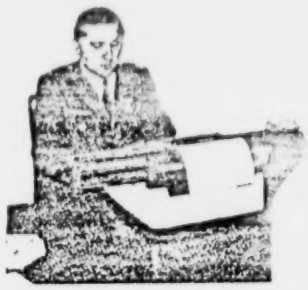
UNIT SIX

CALM DOWN! IF WE FIND IT WE WILL TELEPHONE YOU.



We'll do our best.

Foreign Resident : Excuse me! Can you speak English?

Policeman : Yes.

F.R. : Can you help me, please?

Policeman : Of course. What's wrong? What's your problem?

F.R. : I was walking in Taksim, about two hours ago, doing some sightseeing. I wanted to buy a record and I looked in my handbag but I couldn't find my wallet. I'm very upset. I...

Policeman : Calm down!

F.R. : How can I calm down? I had all my money, and all my credit cards and identification in it.

Policeman : Do you think it was stolen or did you drop it?

F.R. : Well, I'm not sure. I was just walking around. The streets were very crowded. Maybe...

Policeman : Well... Then I think we have to write a report. But first would you like to have some tea?

F.R. : O.K. Thanks. (Foreigner and police write report.) Do you think it'll help? Do people bring lost wallets to the police station?

Policeman : Well, sometimes they do... but usually without the money.

F.R. : That doesn't matter. But I really need all my identification. I hope you can help me.

Policeman : We'll do our best. You can go home now. If we find your wallet, we'll telephone you immediately.

F.R. : Thanks for your help.

Policeman : It's my duty.

"I lost my credit card"

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UNIT 6

GRAMMAR AND USAGE

PAST PROGRESSIVE

When	did	you	lose	it?

I	lost	it	yesterday	when I was	shopping

In Taksim?

No	I didn't	lose	it	in Taksim

CROSSWORD

Match the questions and the answers. Write the numbers and the letters Use a word from the answer for the crossword.

Column A

1- Where was your driving license?
2- Who took it?
3- Where were you?
4- What were you doing?
5- What did you lose?
6- When did you lose it?

Column B

a) I don't know.
b) I was doing some shopping.
c) When I was waiting for the bus yesterday.
d) I lost my passport and identification.
e) In my wallet.
f) In Taksim.

1e

W	A	L	L	E	T

T					

			H						

								A				

	N		

					R			

Writing Practice

Pair work
A tourist needs help. She doesn't know Turkish. Fill in the "Lost Property Report" in English.

photo

Name : .....
Address : .....
Phone Number : .....

1- What did you lose?
.....
2- When did you lose it?
.....
3- Where did you lose it?
.....
4- What was there in it?
.....
5- What color was it?
.....

Signature

APOLOGIZING

- Please excuse me.
- I'm sorry.
- I'm awfully sorry.
- Please forgive me.

UNIT 6

Writing Practice

Fill in the blanks.
Use the cues.

- got sick
- had to stay
- took him
- was going
- didn't come
- was expecting
- was getting ready
- I'm sorry!
- didn't have

Dialogue

Elif : Hello, Yasemin.

Yasemin : Elif!

Elif : I ..... you for dinner last night. You ..... what happened?

Yasemin : ..... ! I ..... to telephone you but I .... any time.

Elif : What was the problem?

Yasemin : Well I ..... when suddenly my brother ..... I .... to the hospital. I .... there all night.

Elif : Don't worry. It's all right. I hope your brother gets well soon.

While Listening Practice

Answer the questions on the following page while listening to the dialogue on the tape. Don't look at the dialogue.

Mary : Excuse me, do you speak English?

Policeman: Sure, what's the matter?

Mary : I was doing some shopping in Tunel yesterday. I was buying some souveniers for my friends in America. I'm so upset.

Policeman: Calm down. Relax. Tell me what happened.

Mary : I was walking down the main street near Tunel. I stopped in front of a shop. I was looking in the window. There was a man standing next to me. I didn't pay attention. Later when I was looking for some money I couldn't find my wallet.

Policeman: Don't worry, I'll help you.

ASKING ABOUT A PROBLEM / COMFORTING

What's wrong?
What's the matter?
What's the problem?

Calm down.
Be patient.
Don't worry.
Relax.

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UNIT 6

While Listening Practice

Answer the questions.
What was Mary doing yesterday?

1- She was doing some shopping.
2- .....
3- .....
4- .....
5- .....
6- .....

What was the man doing?
1- .....

"I'll help you."

Communicative Practice

Three students role play. A tourist had a problem in Beşiktaş yesterday and went to the police station. Use the cues.
Write a dialogue.
Role-play.

Tourist : Tell what you were doing yesterday what happened?

Policeman1 : Ask Mary some questions.

Policeman2 : Write a report in Turkish. Tell what happened.

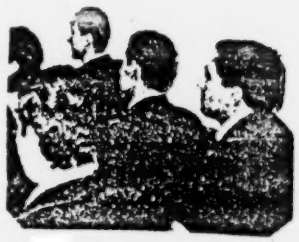
Policeman1 : Translate the report for the tourist. Write it in English.

Tourist : Sign the report.

Police Report:

.....
.....
.....
.....
.....

Useful Expressions



They're paying attention in the class.

ASKING FOR HELP / RESPONDING

- Will you help me, please?
- Could you help me, please?
- Would you help me, please?
- Can you help me, please?

- Sure.
- Certainly.
- Of course.
- What can I do for you?

Practice

Role-play Pair work.
Walk around the classroom.
Try to do something.
Ask for help.
Give an answer.

OFFERING

- Do you want ...?
- How about ...?
- Would you like to have ...?
- Would you care for ...?

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UNIT 6

OFFERING / ACCEPTING AN OFFER

- Yes, please.
- Yes, thanks.
- Yes, why not.
- Yes, that would be very nice.
- Yes, that would be lovely.
- Yes, that's kind of you.

Writing Practice

Jigsaw Dialogue :
The sentences are in mixed order.
Write the conversation.

A

1- How about some coffee, then?
2- Do you want any sugar in your coffee?
3- Would you like to have some tea?
4- How would you like it?
5- O.K. Just a minute.

B

1- No, thank you.
2- Yes, that's fine.
3- Yes, please.
4- With a little sugar please.

Policeman: Would you like to have some tea?
Tourist: .....
Policeman: .....
Tourist: .....
Policeman: .....
Tourist: .....
Policeman: .....
Tourist: .....
Policeman: .....

Communicative Practice

Role-play
Offer these: chocolate, whisky, tea, milk, a cool drink

Useful Expressions
Tourist : Thank you! Policeman : It's my duty!

GRAMMAR AND USAGE

PRESENT CONDITIONAL

If you / I	take	the ferry,	it'll	cost 1000 TL
		the seabus,		cost more

Match the boxes.
Complete the sentence.

1- If you take a bus to Beyazit, ...
2- If you telephone me, ...
3- If you need some money, ...
4- If I go shopping, ...
5- If I give you my driving-license, ...

a) I'll give you some.
b) I'll buy you a wallet.
c) you'll lose it immediately.
d) I'll come as soon as possible.
e) it'll take a lot of time.

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UNIT 6

Comprehension Check

"All my credit cards were stolen!"

Comprehension Check

Listen to the presentation dialogue again.
Answer these questions
Circle the right answer

1- How did the foreigner feel?
a) worried
b) afraid
c) sad

2- The policeman wants her to
a) help him
b) sit down and wait
c) relax

3- Why does the policeman have to write a report?
a) Because she thinks her wallet was stolen.
b) Because she thinks she dropped her wallet.
c) Because a policeman has to write reports in all cases.

4- Which is more important for her?
a) Her money
b) Her credit cards
c) Her identification
d) All of them

5- Is there any hope for her money?
a) Yes, because the police will do their best.
b) No, because lost wallets are never found.
c) Yes, because people sometimes bring wallets back.
d) No, because people usually take the money and leave the wallet.

What do you tell a tourist if you can't help him?
Write it.

.....
.....
.....
.....
.....
.....
.....

Listen to the tape again.
Role-play (Reading)
Act (Recall)

"You can pay by check"

UNIT 6

1- She lost her .....

2- Miss OK is in her .....

3- Give me your, ... hand.

4- If we find your wallet, we'll call you .....

5- I ..... you last night.

6- It's too expensive. I don't have ..... money.

7- Can you give me some ..... ?

8- She lost her purse, she's .....

9- Thieves ..... money.

10- I can't call you. I don't have a .....

11- I ..... my passport.

12- I have only ..... ticket.

13- I'm ..... upset.

14- I call him ..... night.

15- I put your key into my .....

16- I walk around .....

17- I was in Izmir in .....

18- A ..... stole my wallet.

19- ..... me help you.

20- I know ..... in this police station.

If you write the first letter of each word into the boxes, you'll find a sentence.

While Listening Practice

Listen to the tourist on the tape.
Fill in the form.
(Cover the paragraph.)

My name is Helen. I was born in Italy on Jan. 22,1943 but I went to the United States in 1949. I'm an American citizen and housewife. My father's name is William and my mother's name is Mary. There were five people in my family but my father, William Richardson died when I was very young. We're a Christian family. Now, I'm married to a handsome Turk. His name's Yaman. We're very happy to be in Turkey. We want our son, Cem, to learn Turkish customs. Do you need any other information?

Soyadı (Surname) : .....
Adı (Name) : .....
Doğum Yeri (Place of birth): .....
Doğum Tarihi (Date of birth): .....
Baba Adı (Father's name): .....
Ana Adı (Mother's name): .....
Tabiyet (Citizenship) : .....
Dini (Religion): .....
Medeni Hal (Marital Status): .....

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UNIT 6

CALM DOWN! IF WE FIND IT, WE'LL TELEPHONE YOU.

FUNCTIONS and POSSIBLE UTTERANCES

1- ASKING FOR HELP (Yardım İsteme)
- Help me, please.
- Will you help me, please?
- Can you help me, please?
- Would you help me, please?
- Could you help me, please?

2- COMFORTING (Sakinleştirme)
- Calm down!
- Don't worry!
- Be patient!
- Keep calm!
- Relax!

3- OFFERING (Teklif Etme)
- Do you want...?
- Would you care for...?
- How about some tea?
- Would you like to have...?

4- REFUSING AN OFFER (Teklifi Reddetme)
- No, thanks. / No, thank you.
- No, I don't.
- No, I wouldn't.

5- ACCEPTING AN OFFER (Teklifi Kabul Etme)
- Yes, thanks. / Yes, please. / Yes, why not?
- Yes. That would be nice.
- Yes. That would be lovely.
- Yes. That's kind of you.

6- ASKING ABOUT A PROBLEM (Problem Hakkında Bilgi İstema)
- What's wrong?
- What's your problem?
- What's the matter?
- What happened?

7- APOLOGIZING (Özür Dileme)
- I'm sorry.
- Please, excuse me.
- I'm terribly sorry.
- Please forgive me.

8- ACCEPTING AN APOLOGY (Özrü Kabul Etme)
- No problem.
- That's O K.
- It doesn't matter.
- That's not a problem.

UNIT 6

VOCABULARY

pickpocket, thief, purse, handbag, pocketbook, credit cards, passport, car registration, driver's license, residence permit, check book, traveler's checks

VERBS

window shopping, look around, fill in, steal, lose, drop, find

ADJECTIVES

upset, angry, nervous, worried

EXPRESSIONS

It's my duty, pay by check, as soon as possible, we'll do our best

STRUCTURAL FOCUS

1. PAST PROGRESSIVE

I was	walking	in Taksim	about two hours ago.

2. PASSIVES

Do you think	it was	stolen?	I'm not	sure.

3. PRESENT CONDITIONAL

If we find	it,	we'll (will)	telephone.

4. SIMPLE PAST QUESTIONS / ANSWERS

Where	did you	lose	it?	I	lost	it	when I was	shopping.
Did	someone	take	it?	I	didn't	see	anybody.

SKILLS / TASKS

1- Matching
2- Report writing
3- Crossword
4- Vocabulary recall
5- Retrieving information
6- Listening for specific information
7- Guided oral production
8- Note writing
9- Filling in forms

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